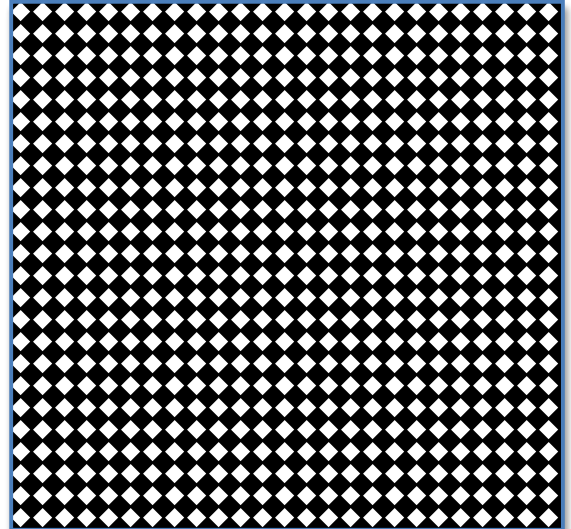


# **RAFT**

## **Primary Elementary**

## **Examples**



## R.A.F.T.

Role

Audience

Format

Topic



## RAFT

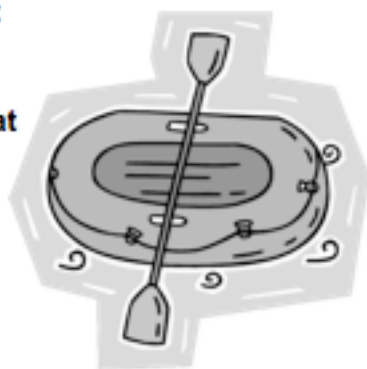
- A way to encourage students to
  - assume a role
  - consider their audience
  - examine a topic from their chosen perspective
  - communicate in a particular format
- All of the above can serve as motivators by giving students *choice*, appealing to their *interests* and *learning profiles*, and adapting to student *readiness* levels.

## Tips for creating RAFTS

- ALL students should be working toward the same KUDs, regardless of which RAFT they choose.
- The role, audience, format, and topic should be authentic.
- Use student interests, readiness, and learning preferences to guide the RAFT choices.

## RAFTs can...

- Be differentiated in a variety of ways: readiness level, learning profile, and/or student interest
- Be created by the students or incorporate a blank row for that option
- Be used as introductory "hooks" into a unit of study
- Keep one column consistent while varying the other columns in the RAFT grid



## Health: Food Pyramid

Students will KNOW...

- the structures of both the old and the revised food pyramids
- examples of foods that are representative of each level of both pyramids

Students will UNDERSTAND that...

- The food pyramid represents our country's current understanding of the balance needed to best sustain human beings.
- The levels of the pyramid exist in an interdependent relationship with each other; change to one level will result in change to at least one of the other levels.

Students will BE ABLE TO...

- explain how the recent changes in the pyramid manifest themselves in the "ideal" diet.

1

Adapted from K. Doubet by J. Hockett

## Health: Food Pyramid

Role	Audience	Format	Topic
USDA Researcher	Conference participants (e.g., medical and fitness professionals)	Presentation for a national nutrition conference	Off with the old, on with the new: A comparison and illustration of the former and revised Food Pyramids
Nutritionist for young adults	13-year-old client of x height and y weight	Notes for client meeting	The Food Pyramid has changed-- Here's your new diet!
Graphic artist	USDA	Visual metaphors	Leave the pyramids in Egypt: A new way of representing the new and "old" USDA recommendations

# Personal Fitness RAFT

## Unit Understandings:

Continuous improvement of one's fitness level requires changes in one's fitness routine.  
An effective fitness routine must evolve in response to changes in an individual's body composition, fitness level, and fitness goals.

Role	Audience	Format	Topic
Personal Trainer	New Client	Meeting Summary	We're going to make your stale workout "fresh"!
Fitness Magazine Writer	Readership	Article	Plateaued? Your workout could be the culprit!
New Coach	Middle School "Miler"	Email w/ attachment	No more "2 miles plus 100 sit-ups a day".

**Note: The teacher provides a fitness profile and current workout for each "audience".**

## Primary Grades Social Studies RAFT

Lesson Understanding: ***Compromise*** is a way we can ***cooperate***.

Role	Audience	Format	Topic
Playground Equipment	Students	Poster	How-to cooperate with others to share me
Teacher	New Student	Role-Play (Dialogue)	How we cooperate in this class
Classroom Clock	Class	Letter	What I notice when I “watch” you cooperate

Adapted from 2nd grade teachers, Lombard (IL) Elementary District 44

Pretend you are your favorite piece of school playground equipment. Create a poster that will show through words and pictures how students can cooperate to share you. Be sure to show examples of compromise.

Pretend you are your teacher talking to student who is new to class. Write a role-play dialogue of you explaining to the student what the rules are for how students in the class cooperate with one another. Be sure to talk about and give examples of compromise.

Pretend you are our classroom clock. Write a letter to our class that describes what you notice when you watch students cooperate. Be sure to give examples of ways you see them compromise.

# Sample RAFT Strips

	Role	Audience	Format	Topic
Language Arts	Semicolon	Middle School	Diary Entry	I Wish You Really Understood Where I Belong
	N.Y. Times	Public	Op Ed piece	How our Language Defines Who We Are
	Huck Finn	Tom Sawyer	Note hidden in a tree knot	A Few Things You Should Know
Science	Rain Drop	Future Droplets	Advice Column	The Beauty of Cycles
	Lung	Owner	Owner's Guide	To Maximize Product Life
	Rain Forest	John Q. Citizen	Paste Up "Ransom" Note	Before It's Too Late
History	Reporter	Public	Obituary	Hitler is Dead
	Martin Luther King	TV audience of 2010	Speech	The Dream Revisited
	Thomas Jefferson	Current Residents of Virginia	Full page newspaper ad	If I could Talk to You Now
Math	Fractions	Whole numbers	Petition	To Be Considered A Part of the Family
	A word problem	Students in your class	Set of directions	How to Get to Know Me

Format based on the work of Doug Buehl cited in Teaching Reading in the Content Areas: If Not Me Then Who? Billmeyer and Martin, 1998

# Sample RAFT Strips

Role	Audience	Format	Topic
Gingerbread Man	Our Class	Oral Response	I never should have listened to the fox
Squanto	Other Native Americans	Pictographs	I can help the inept settlers
Band Member	Other Band Members	Demo Tape	Here's how it goes
Positive Numbers	Negative Numbers	Dating Ad	Opposites Attract
Rational Numbers	Irrational Numbers	Song	Must you go on forever?
Decimals	Fractions	Poem	Don't you get my point?
Perimeter	Area	Diary Entry	How your shape affects me
Monet	Van Gogh	Letter	I wish you'd shed more light on the subject!
Joan of Arc	Self	Soliloquy	To recant, or not to recant; that is the question
Tree	Urban Sprawl	Editorial	My life is worth saving
Thoreau	Public of his day	Letter to the Editor	Why I moved to the pond
Young Chromosome	Experienced Chromosome	Children's Book	What becomes of us in mitosis?
First Grader	Kindergartner	Ad	What's best about 1 <sup>st</sup> grade?

# RAFT Strips, cont'd

Role	Audience	Format	Topic
Hal (Henry V, Part 1)	Self	Diary Entry	My friend Falstaff-past, present, future
Magnet	First Graders	Letter	Here's what I'm attracted to...
Transparency	Slide Show	Personal Ad	Spruce up your presentation
LBJ	Viet Nam Vet	Apology Letter	What was I thinking...
Computer	Fifth Graders	Flow Chart	Turning data into a graph with EXCEL
P Waves	S Waves	Dear John Letter	Why we have to stop seeing each other
Carbon Atom	Hydrogen Atom	Personal Ad	Atom seeking atom
A Variable in an Equation	Real Numbers	Ad for the Circus	What is my value in the balancing act?
Return Key	Middle Schoolers	Captain Kirk's Bulletin to his crew	When to beam to another paragraph
Conductor	The Band	Mime	How to play this style of music
Basic Multiplication Fact	Basic Division Fact	Invitation to a family reunion	Here's how we're related

## RAFT EXAMPLE

This RAFT is designed to be used by student in a second grade class as they are learning about endangered and extinct animals in science and natural resources in social studies. Students have been studying both topics for a number of days before they do the RAFT. The activity serves as a culmination to this period of study.

### Know:

- Basic needs of plants and animals
- The role of natural resources in lives of people and animals

### Understand:

- Our actions affect the balance of life on Earth.
- Animals become endangered or extinct when natural resources they need are damaged or limited.
- Natural resources are not unlimited and must be used wisely.

### Be Able To:

- Identify causes of problems with misuse of natural resources.
- Propose a useful solution to the problems.

**Directions:** Pick one of these rows to help you show what you know and why taking care of natural resources is important to the balance of life in our world.

## Primary RAFT Example

ROLE	AUDIENCE	FORMAT	TOPIC
The Earth	Aliens who might want to live on earth	A written set of rules with reasons	What you need to know and do if you want to live here
An endangered animal	Humans	A poster with an exhibit card to explain it	Why I need you and you can help save me
A natural resource	Our class	A speech	What people need to know about using us well and why that matters anyhow

# Your Turn to try a RAFT



- Select a unit you'll be teaching shortly.
- Determine the learning goals you want students to achieve
- You could:
  - Concentrate on Role and Audience, and use RAFT to review people, dates or vocabulary. Then let format and topics be fun and based on interests.
  - Concentrate on a skill, and incorporate that skill in either the Format or the Topic. That allows the students to engage by varying the role and audience.
  - Concentrate on the big idea, the understanding, in the Topic.
- You can have some easier and some harder RAFTs and assign them to students to provide appropriate challenge levels.
- You could allow students to choose from a list of R's, A's, F's and T's to give them learning style and interest preferences.
- Develop one or two RAFT strips that would lead students to the understanding you selected.

## ***RAFT Planning Sheet***

**Know: (facts, vocab)** {Use these in Role or Audience?}

**Understand: (statement)** {Use this in topic?}

**Do: (verb)** {This might be the guide for the format?}



<b><i>Role</i></b>	<b><i>Audience</i></b>	<b><i>Format</i></b>	<b><i>Topic</i></b>